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ABSTRACT

This module, intended for secondary school physical education teachers, identifies the four major components of a curriculum and the factors which must be considered in curriculum development. Examples of the factors which must be considered in curriculum development are given, and guidelines are offered for eliminating sex-role stereotyping and sex discrimination in the construction of a secondary school physical education curriculum. Seven sections explain and provide exercises on: (1) definitions of sex-role stereotyping, sex discrimination, and educational equity; (2) definition of curriculum; (3) key factors in developing a curriculum; (4) fourteen guidelines for eliminating sex-role stereotyping and discrimination in physical education programs; (5) sex-integrated physical education programs that work; (6) a typical curriculum; and (7) building an unbiased curriculum. A bibliography is included. (JD)

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Curriculum Development

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Eastern Kentucky University
Richmond, Kentucky

Women's Educational Equity Act Program
U.S. Department of Education

PHYSICAL EDUCATORS FOR EQUITY

MODULE 5

CURRICULUM DEVELOPMENT

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MODULE 5

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INTRODUCTION

This module is one of seven which are to be used as a self-study program. The modules are designed to promote the elimination of sex-role stereotyping and sex discrimination in secondary school physical education classes.

Each module contains written materials, illustrations, and learning exercises with directions for their use. At the end of each module, references are cited and resources for further study are provided. Completing each module will take a maximum of one hour, except for Module 1, which can be finished in less than one-half hour.

The content of the modules is as follows:

Module 1: Introduction to stereotyping and discrimination

Module 2: Sex-role stereotyping and its effects

Module 3: Biological sex differences

Module 4: Title IX

Module 5: Curriculum development

Module 6: Teacher behavior

Module 7: Student performance evaluation

In these modules, material which is quoted or drawn from a specific source is indicated by a reference in the text, such as (5) or (3, p. 113), corresponding to the numbered list of references at the end of each module.

Note: Throughout the modules, female high school students are referred to as girls and male high school students as boys. This is consistent with the designations used by professional organizations and associations which govern and promote various sports. However, it is recognized that in many parts of the country these students are referred to as women and men. Readers are encouraged to substitute the appropriate terms as necessary.

OBJECTIVES

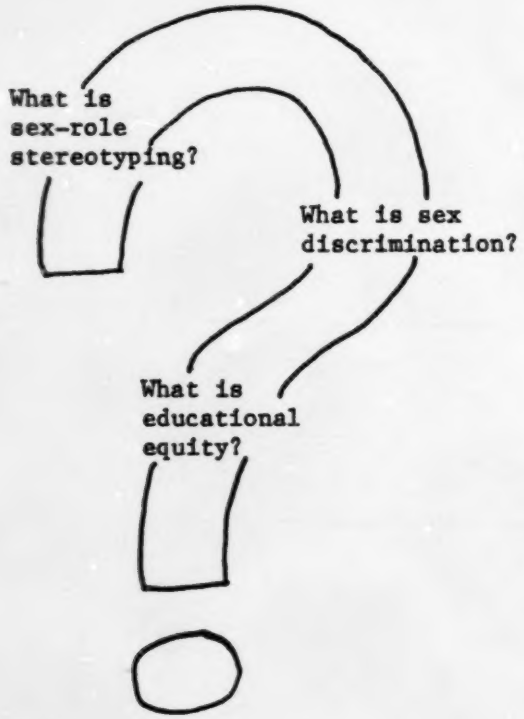
Upon completion of this module, you will be able to:

1. Identify the four major components of a curriculum.
2. Identify at least four factors which must be considered in the development of a curriculum.
3. Recognize examples of the factors which must be considered in the development of a curriculum.
4. Apply guidelines for eliminating sex-role stereotyping and sex discrimination in the construction of a physical education curriculum.

INTRODUCTION TO CURRICULUM DEVELOPMENT

Development of the curriculum can be a key factor in eliminating sex-role stereotyping and discrimination from physical education, thereby promoting educational equity. The kinds of activities made available to students through curriculum planning create a learning environment which may or may not reduce or eliminate discrimination and sex-role stereotyping.

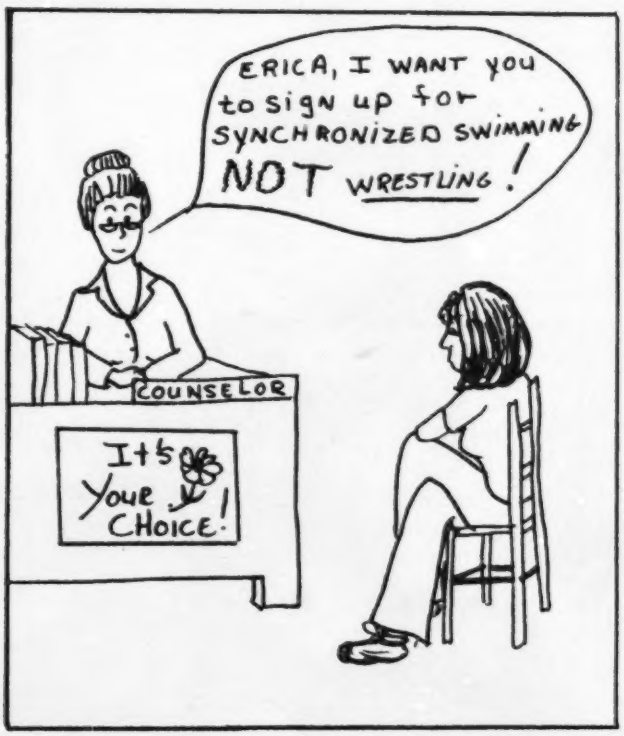
Thus, teachers who are interested in eliminating discrimination from their physical education programs will make sure that girls and boys have opportunities to learn the same movement skills and related concepts. To reduce sex-role stereotyping in physical education programs, members of both sexes will be encouraged to participate in activities which have traditionally be designated as appropriate only for males or only for females.



REVIEW OF TERMS: SEX-ROLE STEREOTYPING,
SEX DISCRIMINATION, AND EDUCATIONAL EQUITY

SEX-ROLE STEREOTYPING:

Assuming that females and males will act in certain ways because of their sex, rather than because of other factors such as age, experience, education, personality, and interests. (Classes, situations, programs, and actions which support such expectations are sex-role stereotyped.)



SEX DISCRIMINATION:

Favoring one sex over the other; denying a person opportunities to participate because of his/her sex.

EDUCATIONAL EQUITY:

The elimination of discrimination on the basis of sex; the elimination of sex-role stereotyping and of sex-role socialization, which together prevent full and fair participation, particularly by females, in educational programs and in American society in general. (Programs, procedures, courses, etc., that eliminate sex discrimination and sex-role stereotyping thus provide all students with access to all phases of an educational program.)

EXERCISE 1

On this page and the next one, indicate with a checkmark in the proper space whether the example shows sex-role stereotyping (SRS) and/or sex discrimination (SD), or educational equity (EE).

1. ( ) SRS
   ( ) SD
   ( ) EE

2. ( ) SRS
   ( ) SD
   ( ) EE

3. ( ) SRS

( ) SD

( ) EE

ANSWERS

1. SD - The girl is denied the opportunity to be on the diving team.

2. EE - Both girls and boys have opportunities to participate in the tennis tournament.

3. SD and SRS - The woman has no access to the weight room and is denied opportunities for equitable participation. Such discrimination may be the result of the stereotyped notion that females are incapable of and not interested in weight training.

DEFINITION OF CURRICULUM

DEFINITION:

A curriculum is a plan, based on the philosophical position of the school, that sets forth educational objectives and gives examples of learning activities and evaluation techniques. A curriculum is designed for a specific set of learners by the people who are responsible for their learning.

FOUR COMPONENTS OF A CURRICULUM

Component	Examples
1. Philosophical Statement (Position)	"We believe all people should learn the basic concepts and skills which constitute physical education." "The function of education is to provide impetus for change in order to create the world of the future."
2. Educational Objectives	Each student should be able to attain and maintain cardiovascular fitness. Each student will participate safely in swimming and boating.
3. Learning Activities	Courses, clubs, instructional units, clinics, etc. (Learning activities take many forms. The focus hereafter is on courses in which instruction occurs.)
4. Evaluation Techniques	Skill tests, written exams, etc.

EXERCISE 2

1. Circle the four words below which are major components of a curriculum.

courses	soccer club	officiating clinic
final exam	learning activities	rule book
camping trips	swimming team	educational objectives
philosophical statement	term paper	assignment
basketball	chapter test	evaluation techniques

2. Fill in the blank.

   A curriculum is a _____ that sets forth educational objectives and gives learning activities and evaluation techniques--based on the philosophical position of the school.

ANSWERS

1. The four major components of a curriculum are

   philosophical statement

   educational objectives

   learning activities

   evaluation techniques

2. A curriculum is a plan that sets forth educational objectives and gives learning activities and evaluation techniques--based on the philosophical position of the school.

KEY FACTORS IN DEVELOPING A CURRICULUM

If you were developing a physical education curriculum for your school, the following list of key factors would be useful in determining what resources are available and what resources need to be added in order to carry out your curriculum:

1. Philosophy of the school and community
2. Goals of the physical education program
3. Students' needs and interests
4. Teachers' qualifications
5. School facilities and community resources
6. Equipment
7. Current trends in education

Below and on the following pages, examples of each of these key factors are given. These do <u>not</u> include <u>all</u> of the possible philosophical statements, students' needs, equipment, etc.

Factor	Explanation of Factor and Examples
Philosophy of the school and community	Philosophical statements provide a foundation for curriculum development. They convey basic beliefs about education, physical education, learning, society, and individuals. <u>Examples</u> A purpose of education is to provide for the maximal development of each individual. Individuals learn in a variety of ways. A central focus of physical education is on human movement.

Factor	Explanation of Factor and Examples
Goals of physical education program	These are general statements of purpose for your program. They are long-term results of participating in physical education. Examples All students should learn at least one physical activity which can be continued throughout life. Boys and girls should learn to interact with each other in sports and dance situations. Students should become physically fit.
Students' needs and interests	Students' needs and interests are one of the most important considerations in developing a physical education program. The student should be the focus of the curriculum. Examples Bill Smith wants to learn to work the parallel bars. Sue Jones is interested in increasing her leg strength. Bob is recovering from rheumatic fever. Twenty-five tenth-grade girls want to learn rugby.
Teachers' qualifications	Teachers' knowledge, abilities, and interests should be considered in curriculum planning. Examples Ms. Street has spent the past five summers at the National Golf Institute. Mr. Wells recently completed a semester-long, in-service program entitled "Introducing Modern Dance in Your School." Mr. Stevens is an avid backpacker and has recently begun rock climbing. Ms. Montez has taught archery at summer camp for eleven years.

Factor	Explanation of Factor and Examples
School facilities and community resources	Schools often use facilities available in the community to carry out physical education programs. Sometimes existing school facilities can be used in many different ways. Examples A large gym which provides two teaching stations A swimming pool Sidewalks in the neighborhood Bowling lanes A nearby state park that has hiking trails
Equipment	At times, equipment can be made from materials at hand. Old equipment can be adapted for new uses. Sometimes new equipment must be purchased to provide a well-rounded physical education program. Examples 10 basketballs 20 sets of golf clubs 10 softball bats Mats
Current trends in education	Physical education curriculums should be up to date. Teachers need to be aware of current trends so that they can provide the best possible education for students. Examples Coed classes Humanistic education Risk-taking and challenging activities Back-to-basics movement

EXERCISE 3

Based on your own school situation, give at least two examples of each category:

Students' Needs and Interests	Teachers' Qualifications	Goals

ANSWERS

If you had difficulty with this exercise, review pages 9-11.

FOURTEEN GUIDELINES FOR ELIMINATING SEX-ROLE STEREOTYPING AND DISCRIMINATION IN PHYSICAL EDUCATION PROGRAMS

1. Stress educational equity in the philosophical statement on which the curriculum is based.

2. Include the elimination of sex-role stereotyping and sex discrimination as a goal of the physical education program.

3. Provide opportunities for each student to become physically educated--that is, to learn the concepts underlying human movement, to participate regularly in one or more movement activities, and to value each such learning and participatory experience.

4. State objectives in nonsexist language; for example, avoid using only masculine pronouns and nouns when you are referring to both boys and girls.

5. Provide females and males with equal opportunities to participate in all activities. In cases in which classes are sex segregated, such as contact sports, females should have opportunities to receive instruction comparable to that given males.

6. Provide instruction, facilities, and equipment of the same quality for all students.

7. Select learning activities for coed classes so that instruction emphasizes concepts and skills, as well as competition or free play.

8. Select a wide range of activities so that people of different body types and different physiological capacities can succeed.

9. Provide a balanced slate of activities. Include some activities which require quickness, agility, and precision; some which require rhythm, timing, and pace; and some which require control, exactness, and patience--as well as those which require strength, speed, and power.

10. Encourage participation in those activities such as modern dance for boys and weight training for girls which traditionally have been the province of the other sex.

11. Select some activities which have the potential for males and females to participate together, equitably.

12. Avoid eliminating those activities which have been traditionally labeled masculine, such as wrestling and football, or traditionally labeled feminine, such as synchronized swimming or modern dance, in order to provide activities which teachers and other adults feel are appropriate for coed classes.

13. Provide opportunities for grouping students of similar ability and size as appropriate. For example, offer a class entitled "Beginning Basketball for People Shorter than 5'5"."

14. Utilize evaluation techniques which account for performance differences between females and males due to differences in size, strength, and previous movement experiences.

EXERCISE 4

Below is a list of goals, objectives, learning activities, and evaluation techniques. Check yes in the blanks provided if the item reduces or eliminates sex-role stereotyping and/or sex discrimination in physical education. Check no if it does not.

Yes	No	
		Goals
X	___	1. (Example) All students should develop gracefulness and strength.
___	___	2. Both girls and boys should become physically educated persons.
		Objectives
___	___	3. A student will be able to catch a softball properly with his glove.
___	___	4. Students will effectively use man-to-man defense in a basketball game.
___	___	5. A student will be able to swim 50 yards using the front-crawl stroke.
		Learning Activities
___	___	6. Boys' one-wall handball tournament
___	___	7. Girls' tumbling class
___	___	8. Intermediate swimming class
___	___	9. Backpacking included in camping course
___	___	10. "Powderpuff Football Clinic" assigned as a course requirement
___	___	11. "Ballet for He-Men"
		Evaluation Techniques
___	___	12. The acceptable performance for the one-mile run is males, 7½ minutes, females, 9 minutes.
___	___	13. Students will execute in good form a standing front dive.
___	___	14. All students must be able to throw a softball 180 feet in order to pass this course.

ANSWERS

Yes	No		
X	___	1.	Nondiscriminatory, nonstereotyped.
X	___	2.	Nondiscriminatory, nonstereotyped.
___	X	3.	Refers only to male students. Use his/her or her/his glove, or change the entire statement to refer to students and their gloves.
___	X	4.	Man-to-man is discriminatory. Alternatives are player-to-player or person-to-person. Note: More about language usage (his/her, ours, and theirs) in Module 6.
X	___	5.	Nondiscriminatory, nonstereotyped.
___	X	6.	Refers only to males. This could become a coed event, or it could include a girls' division and an open division, as well as a boys' division.
___	X	7.	Refers only to girls. Tumbling can be effectively taught in a coed setting and provides skills and knowledge that both girls and boys should know.
X	___	8.	Not sex-designated. Open to females and males.
X	___	9.	Not sex-designated. Open to females and males.
___	X	10.	Even though football, as a contact sport, can be taught in sex-segregated classes, calling it powderpuff football is stereotyped. It implies that the real game of football will not be played and/or that the participants are lacking in skill or strength.
___	X	11.	Ballet can be taught in a coed setting. Designating the course for he-men is stereotyped.
X	___	12.	Nondiscriminatory. Provides different standards for males and females in an event in which structural and physiological differences would make comparing girls' performances with boys' inappropriate.
X	___	13.	Nonstereotyped, nondiscriminatory.
___	X	14.	Boys and girls are expected to meet the same standards even though differences in strength make this expectation inappropriate.

Often, teachers would like to see an "ideal" physical education curriculum. That is difficult to show because each curriculum should be designed especially for a particular school. However, on the next page there are examples of activities taught in sex-integrated (coed) programs in three secondary schools. In addition to providing activities for coed classes, the teachers at these schools are working to reduce sex discrimination and sex-role stereotyping.

SEX-INTEGRATED PROGRAMS THAT WORK*

ROLLING HILLS JUNIOR HIGH SCHOOL

LOS GATOS, CA

Body mechanics, physical fitness, team sports, individual sports, gymnastics, recreational games

HIGHLAND PARK HIGH SCHOOL

ST. PAUL, MN

Riding, canoeing, swimming, diving, scuba diving, gymnastics, social dance, paddleball, handball, trampoline, water polo, badminton, square dance

DUBLIN HIGH SCHOOL

DUBLIN, OH

Ice skating, tennis, ice hockey, swimming, orienteering, sailing, dance, hiking, judo, canoeing, cycling, archery, badminton, basketball, fencing, field hockey, lacrosse, shooting, shuffleboard, soccer, softball, table tennis, volleyball, wrestling, gymnastics, camping

*Marjorie Blaufarb and John Ganoe, eds., Title IX: Sex-Integrated Programs That Work (Washington, D.C.: AAHPER, 1978).

EXERCISE 5

From the examples presented on page 17, what activities could you use in your school's curriculum? List them in the space below.

A TYPICAL CURRICULUM

EXERCISE 6

What is wrong with this typical physical education curriculum?

East Anthony High School Curriculum	
Girls	Boys
Archery Badminton Basketball Body mechanics Bowling Fencing Field hockey Folk dance Modern dance Outdoor education Recreational activities and leadership Softball Speedball Swimming Tennis Track and field Volleyball	Basketball Golf Handball Modified gymnastics Paddle tennis Speedball Swimming Tennis Touch football Track and field Volleyball Wrestling

The East Anthony High School curriculum needs improvement. Changes could be made so that it (a) fits the definition of curriculum, (b) reduces sex-role stereotyping, and (c) reduces discrimination based on sex.

Several changes are listed below which would offer improvements in these areas. Circle the numbers of those statements which would improve the East Anthony High School curriculum to make it fit the definition and reduce sex-role stereotyping and sex discrimination.

East Anthony High School could do the following to improve its curriculum:

1. Provide a statement of philosophy.
2. State the objectives for the learners.
3. Indicate evaluation techniques.
4. Offer more activities for boys and continue to designate activities by sex.
5. Provide opportunities for students of both sexes to learn all activities in which they are interested.

ANSWERS

All the changes listed except 4 would improve the curriculum. Changes 1, 2, and 3 would permit the school to fit the definition of curriculum. Although change 4 would provide boys with more activities to learn, designating courses by sex is a violation of Title IX; further, boys and girls would still not have opportunities to learn those activities reserved for the other sex. This practice is both sex discriminatory and sex-role stereotyped. Change 5 is a fundamental change needed to develop a program which reduces sex-role stereotyping and discrimination based on sex.

BUILDING AN UNBIASED CURRICULUM

An unbiased curriculum is one which avoids sex discrimination and reduces sex-role stereotyping. In the following exercise you will construct part of an unbiased physical education curriculum.

EXERCISE 7

On the following pages are 13 objectives, 20 learning activities, and 8 evaluation techniques. Circle the numbers of those objectives, learning activities, and evaluation techniques which you would include in an unbiased physical education curriculum. There are many possible combinations. Select at least 4 objectives, 8 learning activities, and 2 evaluation techniques.

Objectives

Select 4

1. Each student will develop and carry out a plan for acquiring and maintaining her/his optimum level of cardiovascular fitness.

2. Only boys will develop strength.

3. Only girls will develop strength.

4. Girls will demonstrate proficiency in dance, whereas boys will demonstrate proficiency in combatives.

5. Each student will demonstrate proficiency in at least one activity from the following areas: dance, fitness/conditioning, and aquatics.

6. Each student will participate in only those activities which are appropriate to her/his sex.

7. Each student will participate in those activities which are chosen according to her/his interests and needs rather than according to her/his sex.

8. Boys will demonstrate proficiency in aquatics by completing a course in lifesaving; girls will complete a course in synchronized swimming.

9. Only girls will become competent in the challenge/risk-taking events included in the course entitled "Lifetime Movement Activities."

10. Only boys will be able to participate safely in swimming and boating activities.

11. Boys and girls will be able to participate safely in swimming and boating activities.

12. Girls and boys will develop strength, flexibility, endurance, and agility.

13. Write your own:

Learning Activities

Select 8

1. Boys' basketball
2. Girls' slimnastics
3. Beginning swimming
4. Backpacking club
5. Weight training - boys
6. Wrestling
7. Soccer
8. One-wall handball
9. Advanced tennis
10. Intermediate folk dance
11. Rugby - boys
12. Rugby - girls
13. Officiating intramural sports as part of an officiating course
14. Intermediate golf
15. Disco for beginners
16. Synchronized swimming
17. Synchronized swimming - girls
18. Water polo - boys
19. "Fitness for Life Clinic" - part of a conditioning class
20. Write your own:

Evaluation Techniques

Select 2

1. Students perform a 12-minute run with standards calculated according to age and fitness level.

2. Boys must do as many sit-ups as possible in 2 minutes. Girls must do as many sit-ups as possible in 2 minutes, but must not exceed 50 sit-ups.

3. All students will do at least 25 sit-ups.

4. Students will correctly answer 80 percent of the questions on a written test about the rules of soccer.

5. Students in a basketball class will make 8 out of 10 free throws for a grade of A.

6. Girls participating in the jogging unit will write an essay about their experiences. Boys will record the times and distances they have run each day.

7. Each student participating in the three-day expedition in the back-packing class will serve as leader of the crew for half a day, using a map and compass to guide the group along the designated route.

8. Write your own:

ANSWERS

Any of the choices below would contribute to the development of a non-discriminatory, non-sex-role-stereotyped physical education curriculum.

Objectives (4)

1, 5, 7, 11, 12

Learning Activities (8)

3, 4, 6, 7, 8, 9, 10, 11 and 12, 13, 14, 15, 16, 19

Evaluation Techniques (2)

1, 3, 4, 5, 7

REVIEW

So that you can check your understanding of the content of this module, the following questions are provided. You may write your answers, if you wish. If you have difficulty answering a question, you may want to review the pages suggested.

Can you:

1. Correctly identify examples of sex-role stereotyping, sex discrimination, and educational equity?

   If not, review pages 1-6.

2. List the four major components of a curriculum?

   If not, review pages 7-8.

3. Recognize that a curriculum is a plan for educational experiences?

   If not, review pages 7-8.

4. List at least four factors which must be considered when you are developing a curriculum?

   If not, review pages 9-12.

5. Write two examples, drawn from your school situation, of each of the key factors to be considered when you are developing a curriculum?

   If not, review pages 9-12.

6. Indicate whether a given component of a physical education curriculum reduces sex-role stereotyping and/or sex discrimination, based on the guidelines provided in this module?

   If not, review pages 13-16.

7. Select activities from the examples given in "Sex-Integrated Programs That Work" which you could use in your curriculum?

   If not, review pages 17-18.

8. Determine what changes are needed to make a given curriculum fit the full definition of a curriculum, as described in this module?

   If not, review pages 19-20.

9. Determine, by using the guidelines for eliminating sex-role stereotyping and sex discrimination in curriculums, what changes are needed to make a given curriculum unbiased?

   If not, review pages 13-23.

10. Construct an unbiased physical education curriculum, given a list of objectives, learning activities, and evaluation techniques?

    If not, review pages 1-23.

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